



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12541748  
SAU: MSAD 60  
School: Lebanon School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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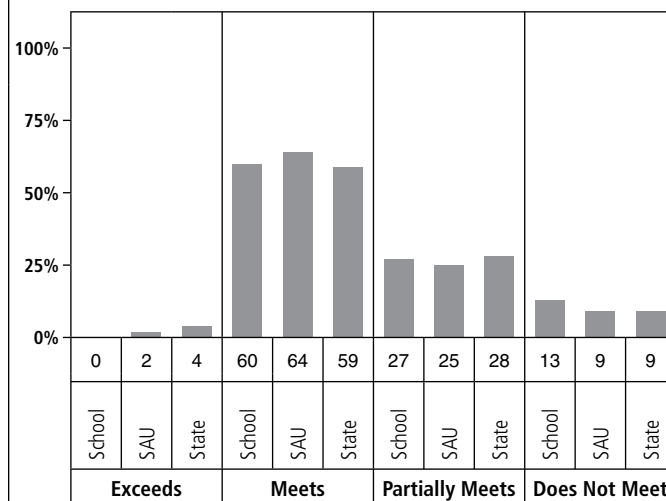
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

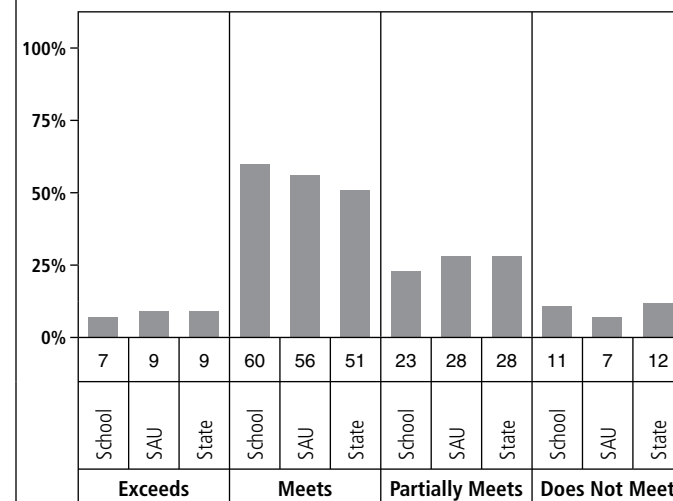
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	443	445	444
2006–2007	445	446	445
<b>2007–2008</b>	<b>442</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	443	445	445
<b>Mathematics</b>			
2005–2006	446	446	444
2006–2007	443	445	445
<b>2007–2008</b>	<b>445</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	445	446	445
<b>Science &amp; Technology</b>			
2005–2006	440	442	444
2006–2007	440	442	444
<b>2007–2008</b>	<b>441</b>	<b>442</b>	<b>444</b>
Cum. Avg. *	440	442	444

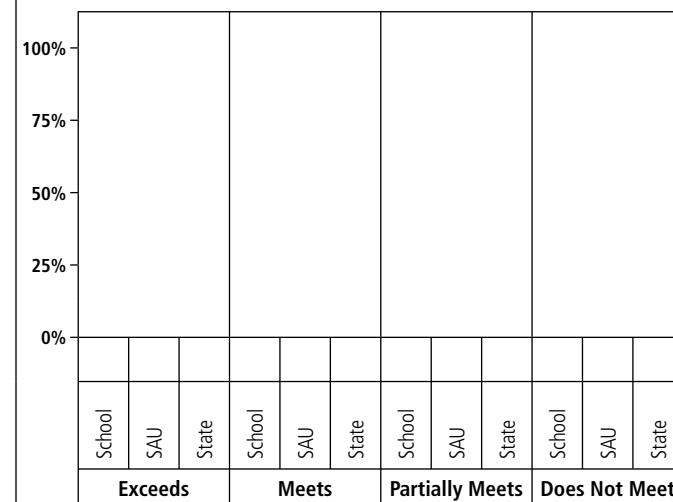
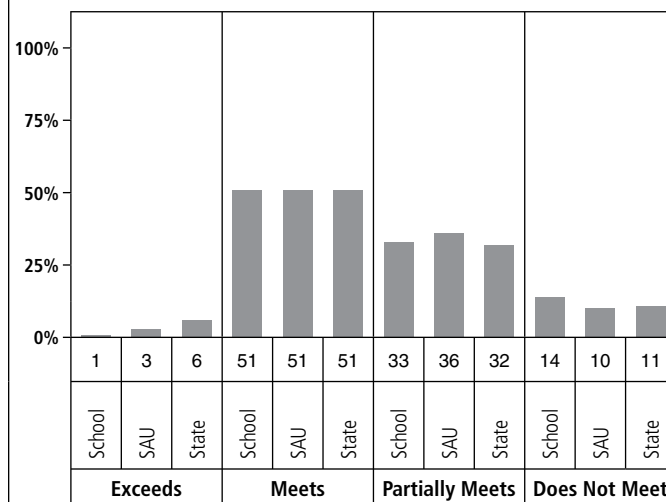
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	87	100	223	100	14207	100	84	97	219	98	14181	100	84	97	219	98	14123	100	84	97	219	98	14115	99										
Ethnicity African American/Black	1	1	3	1	390	3	1	100	3	100	388	99	1	100	3	100	388	99	1	100	3	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	2	2	3	1	263	2	2	100	3	100	259	98	2	100	3	100	262	100	2	100	3	100	262	100										
Hispanic	1	1	4	2	170	1	1	100	4	100	168	99	1	100	4	100	166	98	1	100	4	100	166	98										
Caucasian/White	83	95	213	96	13282	93	80	96	209	98	13264	100	80	96	209	98	13205	100	80	96	209	98	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	15	17	38	17	2524	18	15	100	38	100	2514	100	15	100	38	100	2498	99	15	100	38	100	2494	99										
Current LEP	1	1	1	0	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99										
Economically disadvantaged	38	44	78	35	5587	39	37	97	77	99	5569	100	37	97	77	99	5538	99	37	97	77	99	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	51	59	132	59	10755	76	51	59	132	59	10730	76	51	59	132	59	10776	76						
Identified disability (PET/IEP)	3	6	5	4	375	3	3	6	5	4	374	3	3	6	5	4	384	4						
LEP	1	2	1	1	148	1	1	2	1	1	148	1	1	2	1	1	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	33	38	86	39	3298	23	33	38	86	39	3267	23	33	38	86	39	3215	23						
Identified disability (PET/IEP)	12	36	32	37	2013	61	12	36	32	37	1998	61	12	36	32	37	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	21	64	54	63	1046	32	21	64	54	63	1023	31	21	64	54	63	987	31						
Participation through alternate assessment (PAAP)	0	0	1	0	126	1	0	0	1	0	126	1	0	0	1	0	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	3	3	4	2	11	0	3	3	4	2	68	0	3	3	4	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	2	8	4	601	4
	2006-2007	2	2	8	4	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>559</b>	<b>4</b>
	Cum. Total*	4	2	20	3	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	51	59	142	62	7910	57
	2006-2007	61	68	145	67	8749	63
	<b>2007-2008</b>	<b>50</b>	<b>60</b>	<b>140</b>	<b>64</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	162	62	427	64	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	22	25	57	25	3970	29
	2006-2007	18	20	49	23	3467	25
	<b>2007-2008</b>	<b>23</b>	<b>27</b>	<b>54</b>	<b>25</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	63	24	160	24	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	12	14	21	9	1421	10
	2006-2007	9	10	15	7	1165	8
	<b>2007-2008</b>	<b>11</b>	<b>13</b>	<b>20</b>	<b>9</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	32	12	56	8	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	28.0	58.3	29.5	61.5	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.6	60.8	15.4	64.2	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.4	55.8	14.1	58.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	84	0	0	50	60	23	27	11	13	442	218	2	64	25	9	444	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										3						259	6	61	22	11	445
Hispanic	1										4						164	0	45	38	16	440
Caucasian/White	80	0	0	48	60	22	28	10	13	442	208	2	64	25	9	444	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	5	33	4	27	6	40	436	37	0	38	32	30	438	2388	0	29	44	26	437
No	69	0	0	45	65	19	28	5	7	444	181	2	70	23	5	445	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	1										1						373	1	32	35	32	436
No	83	0	0	49	59	23	28	11	13	442	217	2	64	25	9	444	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	37	0	0	17	46	13	35	7	19	440	77	0	47	36	17	441	5502	1	47	37	14	441
No	47	0	0	33	70	10	21	4	9	444	141	3	74	18	5	446	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	84	0	0	50	60	23	27	11	13	442	218	2	64	25	9	444	14048	4	59	28	9	445
<b>Gender</b>																						
Female	45	0	0	27	60	12	27	6	13	443	113	3	65	24	9	444	6959	5	61	26	8	446
Male	39	0	0	23	59	11	28	5	13	442	105	1	64	26	10	444	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	6	32	6	32	7	37	437	26	0	35	38	27	438	1890	0	37	46	17	439
No	65	0	0	44	68	17	26	4	6	444	192	2	68	23	7	445	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	84	0	0	50	60	23	27	11	13	442	218	2	64	25	9	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	50	1	50	0	0	440	6	0	42	42	17	439	5	1	42	36	21	440
B. less than one hour	70	0	0	36	61	15	25	8	14	442	73	2	68	21	9	444	74	4	62	27	7	445
C. one to two hours	27	0	0	13	57	7	30	3	13	443	21	2	57	33	9	444	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	25	0	0	10	48	6	29	5	24	439	25	5	62	22	11	445	30	6	63	24	7	446
B. They match some of what I have learned.	58	0	0	34	69	12	24	3	6	445	54	1	73	21	6	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	12	0	0	6	60	3	30	1	10	441	17	0	50	39	11	441	12	2	46	37	15	441
D. There is no match.	5	0	0	0	0	2	50	2	50	433	5	0	30	40	30	437	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	0	0	23	77	6	20	1	3	446	33	1	75	19	4	446	35	7	66	20	6	448
B. good	50	0	0	23	55	13	31	6	14	441	53	3	60	30	8	444	51	3	60	29	7	445
C. fair	14	0	0	4	33	4	33	4	33	438	13	0	54	21	25	441	12	1	44	40	16	440
D. poor	0										1	0	50	0	50	440	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	6	43	6	43	2	14	439	17	3	51	35	11	442	19	2	46	34	17	442
B. about the same as my regular schoolwork	61	0	0	33	65	12	24	6	12	444	62	2	70	21	7	445	62	5	64	26	5	446
C. easier than my regular schoolwork	23	0	0	11	58	5	26	3	16	441	21	0	59	26	15	441	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	16	0	0	4	31	5	38	4	31	437	13	0	39	39	21	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	46	0	0	23	61	11	29	4	11	443	51	3	67	23	7	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	39	0	0	23	72	6	19	3	9	444	36	1	69	22	8	445	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	0	0	10	63	3	19	3	19	442	16	0	69	20	11	444	18	7	64	22	7	447
B. 20 minutes to an hour	64	0	0	31	58	16	30	6	11	442	65	2	65	24	9	444	55	4	64	26	6	446
C. less than 20 minutes	8	0	0	5	71	1	14	1	14	445	11	4	70	22	4	446	14	2	53	33	12	443
D. I rarely read at home.	8	0	0	4	57	2	29	1	14	441	8	0	44	39	17	440	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	23	0	0	12	63	5	26	2	11	442	24	0	68	18	14	443	23	3	50	34	13	442
B. six to ten pages	32	0	0	16	62	6	23	4	15	443	26	0	67	22	11	444	25	3	60	29	8	444
C. eleven or more pages	45	0	0	22	59	10	27	5	14	442	50	3	63	28	7	444	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	40	0	0	1	50	1	50	0	0	441	33	0	67	33	0	443						
B.	20	0	0	0	0	1	100	0	0	436	11	0	0	100	0	436						
C.	20	0	0	1	100	0	0	0	0	446	44	0	50	50	0	441						
D.	20	0	0	1	100	0	0	0	0	442	11	0	100	0	0	442						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	7	8	24	11	1294	9
	2006-2007	4	4	11	5	1054	8
	<b>2007-2008</b>	<b>6</b>	<b>7</b>	<b>20</b>	<b>9</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	17	7	55	8	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	50	57	131	57	7000	50
	2006-2007	47	52	125	58	7394	53
	<b>2007-2008</b>	<b>50</b>	<b>60</b>	<b>122</b>	<b>56</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	147	56	378	57	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	24	28	57	25	3784	27
	2006-2007	25	28	59	27	3729	27
	<b>2007-2008</b>	<b>19</b>	<b>23</b>	<b>60</b>	<b>28</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	68	26	176	27	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	6	7	16	7	1894	14
	2006-2007	14	16	22	10	1735	12
	<b>2007-2008</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>7</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	29	11	54	8	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.9	66.0	10.1	67.3	9.5	63.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	8.8	62.9	9.1	65.0	9.1	65.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.6	72.0	3.6	72.0	3.4	68.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.6	68.6	9.8	70.0	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	84	6	7	50	60	19	23	9	11	445	218	9	56	28	7	447	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	1										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										3						262	14	51	23	12	447
Hispanic	1										4						162	4	41	34	21	440
Caucasian/White	80	6	8	47	59	19	24	8	10	446	208	9	56	28	7	447	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	0	0	6	40	5	33	4	27	437	37	0	43	41	16	439	2372	3	31	36	30	436
No	69	6	9	44	64	14	20	5	7	447	181	11	59	25	6	449	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	1										1						381	4	33	28	35	435
No	83	6	7	49	59	19	23	9	11	445	217	9	56	28	7	447	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	37	2	5	20	54	10	27	5	14	444	77	5	49	31	14	443	5472	5	41	35	19	440
No	47	4	9	30	64	9	19	4	9	446	141	11	60	26	4	449	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	84	6	7	50	60	19	23	9	11	445	218	9	56	28	7	447	13992	9	51	28	12	445
<b>Gender</b>																						
Female	45	4	9	20	44	13	29	8	18	443	113	8	49	32	12	445	6933	9	50	29	12	445
Male	39	2	5	30	77	6	15	1	3	448	105	10	64	23	3	449	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	8	42	6	32	5	26	439	26	4	46	31	19	441	1890	2	34	41	23	438
No	65	6	9	42	65	13	20	4	6	447	192	10	57	27	6	448	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	84	6	7	50	60	19	23	9	11	445	218	9	56	28	7	447	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	50	0	0	1	50	435	6	0	25	50	25	436	5	6	34	33	27	438
B. less than one hour	70	2	3	34	58	17	29	6	10	444	73	9	59	26	6	448	74	10	52	28	10	446
C. one to two hours	27	4	17	15	65	2	9	2	9	450	21	13	52	28	7	448	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	3	11	18	64	4	14	3	11	446	40	13	64	20	4	450	38	13	56	23	8	448
B. They match some of what I have learned.	51	2	5	27	64	10	24	3	7	446	45	8	54	31	6	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	1	13	2	25	3	38	2	25	440	11	4	38	38	21	440	10	4	35	39	22	439
D. There is no match.	5	0	0	3	75	1	25	0	0	449	5	0	70	20	10	446	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	30	4	16	13	52	7	28	1	4	450	29	18	56	21	5	452	35	16	55	20	8	449
B. good	48	2	5	30	75	3	8	5	13	446	53	8	58	27	7	446	48	7	52	31	11	445
C. fair	18	0	0	5	33	8	53	2	13	439	16	0	49	40	11	442	14	3	41	38	18	440
D. poor	4	0	0	2	67	1	33	0	0	443	2	0	60	40	0	442	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	20	1	6	7	41	6	35	3	18	442	18	10	48	33	10	446	15	4	38	33	25	439
B. about the same as my regular schoolwork	60	3	6	34	68	10	20	3	6	446	63	5	59	29	7	446	64	10	54	28	9	446
C. easier than my regular schoolwork	19	2	13	9	56	3	19	2	13	448	19	22	56	17	5	452	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	47	6	15	21	54	7	18	5	13	447	33	15	53	24	8	448	23	8	47	29	16	443
B. two or three days a week	35	0	0	19	66	9	31	1	3	445	40	6	59	31	5	446	36	11	54	27	9	447
C. two or three times each month	12	0	0	7	70	2	20	1	10	443	18	3	66	26	5	447	25	10	53	27	10	446
D. never or almost never	6	0	0	3	60	1	20	1	20	443	9	15	40	30	15	447	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	1	100	0	0	440	1	0	33	67	0	443	5	3	30	33	33	436
B. two or three days a week	27	1	5	12	55	5	23	4	18	442	24	9	53	26	11	446	19	8	50	30	12	445
C. two or three times each month	45	5	14	21	57	8	22	3	8	448	43	10	56	27	7	447	38	11	55	26	8	447
D. never or almost never	28	0	0	17	74	5	22	1	4	445	31	9	60	28	3	448	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	1	20	3	60	1	20	436	6	7	36	43	14	442	8	3	33	38	25	438
B. 30–45 minutes	39	2	6	15	47	11	34	4	13	443	40	8	41	40	12	444	27	6	48	33	13	443
C. 45–60 minutes	29	2	8	19	79	1	4	2	8	447	35	7	75	16	3	449	38	11	54	26	9	447
D. more than 60 minutes	27	2	9	15	68	4	18	1	5	449	19	17	62	19	2	452	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	40	0	0	0	0	1	50	1	50	432	33	0	0	67	33	432						
B.	20	0	0	0	0	0	0	1	100	414	11	0	0	0	100	414						
C.	20	0	0	0	0	1	100	0	0	440	44	0	25	75	0	440						
D.	20	0	0	1	100	0	0	0	0	456	11	0	100	0	0	456						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	2	9	4	751	5
	2006-2007	1	1	9	4	963	7
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>882</b>	<b>6</b>
	Cum. Total*	4	2	24	4	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	37	43	100	44	7251	52
	2006-2007	36	40	97	45	6824	49
	<b>2007-2008</b>	<b>43</b>	<b>51</b>	<b>112</b>	<b>51</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	116	44	309	47	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	35	40	93	41	4514	32
	2006-2007	36	40	76	35	4382	32
	<b>2007-2008</b>	<b>28</b>	<b>33</b>	<b>78</b>	<b>36</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	99	38	247	37	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	13	15	26	11	1458	10
	2006-2007	17	19	35	16	1735	12
	<b>2007-2008</b>	<b>12</b>	<b>14</b>	<b>22</b>	<b>10</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	42	16	83	13	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.1	59.2	7.6	63.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.6	55.0	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.2	60.0	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.4	61.7	7.6	63.3	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	84	1	1	43	51	28	33	12	14	441	218	3	51	36	10	442	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										3						262	5	52	28	14	443
Hispanic	1										4						162	2	38	39	21	439
Caucasian/White	80	1	1	40	50	28	35	11	14	441	208	3	50	37	10	442	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	15	1	7	5	33	4	27	5	33	434	37	3	32	41	24	436	2370	2	32	41	25	437
No	69	0	0	38	55	24	35	7	10	442	181	3	55	35	7	444	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	1										1						379	1	25	35	39	433
No	83	1	1	42	51	28	34	12	14	441	217	3	51	36	10	442	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	37	0	0	19	51	12	32	6	16	440	77	0	47	38	16	440	5470	3	41	39	18	440
No	47	1	2	24	51	16	34	6	13	441	141	4	54	35	7	444	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	84	1	1	43	51	28	33	12	14	441	218	3	51	36	10	442	13986	6	51	32	11	444
<b>Gender</b>																						
Female	45	1	2	20	44	17	38	7	16	440	113	3	44	41	12	441	6929	6	49	33	12	443
Male	39	0	0	23	59	11	28	5	13	441	105	3	59	30	8	444	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	4	21	8	42	7	37	433	26	0	27	42	31	434	1888	1	32	44	23	437
No	65	1	2	39	60	20	31	5	8	443	192	3	55	35	7	443	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	84	1	1	43	51	28	33	12	14	441	218	3	51	36	10	442	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 60  
School: Lebanon School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	50	0	0	1	50	440	6	0	67	17	17	441	5	4	37	36	22	439
B. less than one hour	70	1	2	32	54	17	29	9	15	441	73	4	52	34	10	443	74	6	53	31	10	444
C. one to two hours	27	0	0	10	43	11	48	2	9	441	21	0	46	46	9	441	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	10	0	0	5	63	2	25	1	13	443	16	9	66	17	9	446	24	9	53	28	10	446
B. They match some of what I have learned.	57	0	0	26	55	14	30	7	15	441	51	2	53	35	10	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	25	0	0	10	48	8	38	3	14	440	26	0	46	45	9	441	21	4	47	36	13	442
D. There is no match.	8	1	14	2	29	3	43	1	14	443	7	6	31	44	19	441	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	27	1	5	9	41	6	27	6	27	439	22	4	47	32	17	441	25	9	53	27	10	446
B. good	49	0	0	25	61	13	32	3	7	442	54	3	54	37	6	443	54	6	55	30	9	445
C. fair	19	0	0	7	44	7	44	2	13	439	20	2	47	40	12	441	19	3	43	40	15	441
D. poor	5	0	0	2	50	1	25	1	25	441	4	0	67	11	22	444	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	37	0	0	16	52	10	32	5	16	441	30	2	56	31	11	443	22	5	45	35	15	442
B. about the same as my regular schoolwork	41	0	0	18	53	14	41	2	6	441	49	3	47	42	8	442	62	7	53	31	9	445
C. easier than my regular schoolwork	22	1	6	8	44	4	22	5	28	441	21	4	53	29	13	443	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	1	0	0	0	0	1	100	0	0	430	9	0	45	45	10	441	24	7	48	33	12	444
B. a few times a week	41	0	0	18	53	11	32	5	15	440	57	4	52	34	10	443	53	7	54	31	9	445
C. once a week	11	0	0	5	56	4	44	0	0	444	9	0	50	50	0	442	9	6	46	33	15	442
D. a few times a month	47	1	3	20	51	11	28	7	18	441	24	2	53	30	15	441	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	27	0	0	11	50	7	32	4	18	439	24	0	53	34	13	441	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	19	0	0	6	38	6	38	4	25	437	34	1	43	45	11	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	39	0	0	18	56	11	34	3	9	442	24	4	55	35	6	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	16	1	8	8	62	3	23	1	8	445	18	8	62	21	10	446	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	40	1	50	0	0	1	50	0	0	451	33	33	0	67	0	447						
B.	20	0	0	0	0	0	0	1	100	426	11	0	0	0	100	426						
C.	20	0	0	0	0	0	0	1	100	424	44	0	50	25	25	438						
D.	20	0	0	1	100	0	0	0	0	448	11	0	100	0	0	448						